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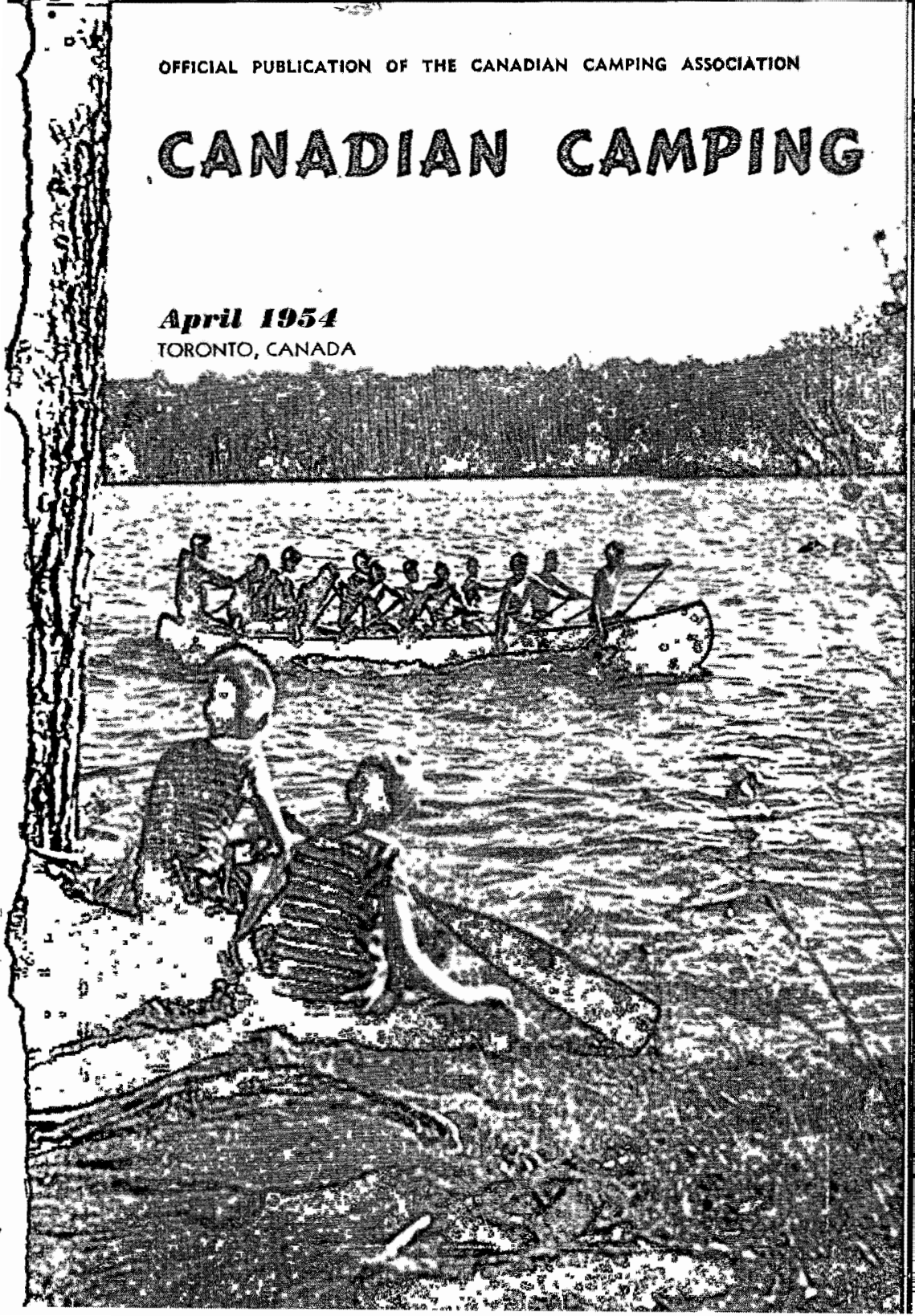

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CANADIAN CAMPING

Vol. VI APRIL, 1954 No. 2

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Editor's Preamble

Success cannot be reckoned in gold alone. The results of our conference give ample proof to the adage. Only a few short weeks ago we closed the doors on 1954's meetings and workshops sponsored by the Canadian Camping Association. Admittedly, not one of us underestimates the value of a profit column, but it seems that we wait with bated breath during the balancing-off period until its totals reach a so-called suitable figure.

That is all very well. But this year another form of profit has increased our stature. Letters and post-mortem conversations applaud our most gratifying gain as an intangible: goodwill and a general feeling of good fellowship, both of which pervaded meeting and meal, workshop and seminar . . . even the registration desk, they tell us!

Kindred Group Luncheons afforded a place of discussion and hospitality to many delegates, a good number of whom could not otherwise have attended the Conference. It is a distinct tribute to the chairmen of the ten individual divisions that by their tireless efforts they were able to encourage twenty to thirty members to attend each luncheon group. High enthusiasm called for a repeat performance next year, and you can be very sure that the committee has already earmarked both luncheon periods for that purpose.

To Bert Danson, Dave Palter and Howard Glaze, Cliff Labbett and Bill Chapman, Barry Lowes and C. T. Sharpe and all those who were in any way connected with operations, these comments from delegates speak for themselves:

"Your committee has given this conference a professional finish . . ."

"I cannot remember attending a conference where I have gained so much background information and 'know-how' ".

"As a newcomer to this country and to the Association, I am most impressed by the value packed into panels and discussion groups".

From our U.S. visitors, this superb compliment: "We feel as much at home here as we did at our own Conference in New York."

Next year's Conference dates, by the way, will be February 24, 25 and 26, 1955.

Our sights are set at a high level for the next few years. Through an upsurge in interest and general support, we feel we are on the verge of expansion. CCA has many new members who had never heard of us in the past. We, at the core of the organization, look over the horizon to green pastures soon to be reached, we hope, where the office outgrows its present quarters, when an increased staff exists for the express purpose of giving better service and more individual help to a vast membership, and when a confer-

(continued page 39)

Camping Ethics

JOHN HOYLE

Director, Camp GayVenture

We who are camp directors have many, and perhaps increasing, problems to consider. One is that we must in all and every sense act and maintain standards in our dealings with each other, our staffs, and parents, on the very highest level. True, camps may be run primarily as business ventures or primarily as service ventures, but in either and all cases, we who by choice or appointment are in charge of camps must constantly be checking ourselves to be sure that, in the words of Scripture, we "provide things honest in the sight of all men".

Whether we like it or not (and most of us don't), there is keen competition for both staff members and campers. The writer knows from experience how very easy it is, with the pressures under which we live, to take some slight advantage which, when reviewed in the light of day, may not be absolutely above board.

Camping is an ideal, it is a standard, it is the demonstration of living on the highest level. There is, therefore, thrust upon us a requirement that we cannot dodge, even if we wished to, of maintaining our ethical behaviour at a level utterly above any voice of criticism.

It might help all of us to re-read very carefully the "Business Principles of the Ontario Camping Association", which were adopted some years ago and which are still our daily guide. These Principles or "Code of Ethics" suggest certain areas to which each of us as Camp Directors should give our very careful attention.

It is, perhaps, unnecessary to reiterate what is already in the Code directly or by inference, but it may help to clarify our thinking if we consider two or three of these:

1. Directors need to have confidence in each other. There are many ways in which they can share any special ideas or achievements with others. There is no doubt that all will benefit more by co-operation than by competition.

2. Directors need to be very, very careful in their approach to staff and campers. Persons known to have been at another camp the previous year should never be approached. If an approach comes from a staff member, then the director of the previous camp should be communicated with before any negotiations for a new contract are made.

3. Bidding up on honoraria is another cause of misery, trouble and heartache. The writer hopes the time may come when some common standards for honoraria may be reached. This would be a difficult thing to do when conditions vary so much, but some such mutual arrangement would work wonders in smoothing out some of the hard feelings that have sometimes arisen between directors. So, is it too much to hope that in this field

as in others, we endeavour to practice that ideal standard, the Golden Rule?

4. The scrupulous adherence to contracts, verbal or written, between Director and Staff, is another factor to which attention needs be given. (The writer is aware that a verbal contract is not worth the paper it is written on (!!) but the principle remains.)

5. Questions of extras at camps are not always made sufficiently clear to parents, in advance, resulting in bad personal relations not only to the camp involved but to the whole camping movement.

This article, which has been submitted to several camp directors for approval before publishing, is presented in deep humility, with the knowledge that it is so easy for anyone to err, and in the hope that when difficulties do occur they be brought before a committee of the Association to be settled privately and without publicity. It is not written in the spirit of criticism, but only with the hope of assisting to maintain those grand principles which have made Canadian Camping something of which Canadians are justly proud.

Business Principles in the O. C. A.

1. A director should actively affiliate himself with the professional organizations in the Camping Field.

2. Directors and counsellors should be willing to assist other directors and counsellors by giving such information and advice as they can impart without detriment to themselves or their work.

3. It is unprofessional for a director knowingly to take the initiative in negotiating with any counsellors, instructors or employees, who, during th preceding summer, were associated with another camp, without consulting the director of the other camp, in the spirit of good will; or for the first director to carry on such negotiations after a counsellor has signed up elsewhere.

It is also unprofessional for a director knowingly to take the initiative in negotiating with a propective camper who, during the preceding season, was at another camp; or to carry on negotiations with a camper who has already been enrolled elsewhere.

4. It is unprofessional for a director to enter, with the parent of a camper, into a secret or confidential agreement of such a nature as would result in the loss of the good will of the parents of the other campers, were the conditions of the agreemnt to become known. This provision is to be construed in order to prevent price cutting in direct competition with other camps, but not to prevent camps from giving bona fide scholarships. A scholarship is to be interpreted as being an honorarium granted by the camp director to a camper because of the inability of the parents to pay the customary fees.

5. It is professional to use as references only those people who have reliable knowledge of the camp or the director, preferably both.

6. It is unethical for a camp to advertise in its prospectus, any activity or service for which it does not provide adequate leadership and facilities.

7. If, in spite of the acceptance of this set of Business Principles, complications should arise, members should report the matter to the Board, and refrain from discussing same outside the Association.

AMONG OURSELVES . . .

A. L. Cochrane
Director, Camp Temagami

We still sadly miss our old friend Ernest Arthur Chapman, who died suddenly, following a heart attack, several years ago. "Ernie" Chapman was a man of unusual ability, strong character and forceful yet genial personality. One of his outstanding qualities was his exhuberant cheerfulness, and his irrepressible humour infected all with whom he came into contact. He was truly beloved by a host of friends.

Born in Hamilton sixty-nine years ago, Mr. Chapman received his early education there. He was for several years physical instructor at old Highfield School, Hamilton. In 1905 he was appointed physical director of Saint Andrew's College; this position he held for over thirty years.

Ernest Chapman and Miss Leila Kirkbride, affectionately known as "Fernie", of Hamilton were married in 1909: three daughters and one son survive their father. The girls are Miriam, now Mrs. K. S. Moeser; Helen (Mrs. R. W. Mitchell) and Catherine (Mrs. E. S. Smith). William R. Chapman, the only son, is well known to the Camping Association.

Brimming with an irresistible sense of humour and high spirits, Ernie was an inveterate practical joker—with his friends and, at times, perfect strangers as his victims. These frequently reciprocated with payment in kind. Whether the instigator or himself the butt of these sallies, it made no difference, for he also thoroughly enjoyed the situation when the tables were turned against him. His whimsical smile and obvious lack of guile carried him through situations where otherwise offence might have been taken.

Limited space prevents a recital of many of his puckish outbursts. He and I were close neighbours and intimate friends for many, many years, and met almost daily to talk over camp affairs and our mutual interests in certain Canadian mines. Shortly before his death, and while out walking, I met Ernie, and I quote his characteristic salutation: "Hello, Methuselah, are you still wandering about this Vale of Tears; don't you realize there is a shortage of food in the world and that better men than you are going hungry; why don't you shuffle off?" To this grim remark I asked Ernie what course he would advise me to take. His answer was, "You might be useful as fertilizer for a bed of dandelions 6′ x 3′." As I had no gun he was allowed to go free. As we parted Ernie turned and with an abrupt change in manner said rather sadly, "I shall not live to be the age that you are today, but if the kids and the dogs on this street miss me, my life will not have been altogether wasted."

At a Convention dinner at the Y.M.C.A. several years ago, many campers will remember the amusement caused when a well known lady, the director of a pioneer girls' camp and former editor of "Canadian Camping", mislaid her fur coat in the auditorium. The coat was found and handed over to Ernie for return. As an old friend, here was an opportunity for exploitation. He therefore interrupted the programme and, standing on his chair, with the coat in full view, remarked, "This lady's coat was left in the men's washroom; will the owner please stand up." Amid a gale of laughter, the garment was reclaimed.

Although my junior by only thirteen years, Ernie sometimes introduced me to strangers as his father. Upon one such occasion and after a game of golf, he chose a promising-looking prospect. Following the formal introduction, he took his newly found acquaintance aside in the club house to relate in a perfectly audible stage whisper the physical and mental deficiencies of his "poor old Dad". "He suffers from the delusion that he is a golfer, when marbles in the gutter is about his limit." Meeting this person again, some few days later, the man remarked, "I see your father is not with you to-day." "My father," said Ernie in amazement, "whatever do you mean? He died over forty years ago!" Ernie, when relating the incident to me, said "I must improve my memory and my technique before I can aspire to become a really accomplished liar."

Becoming keenly interested in the educational and recreational value of organized camping, Mr. Chapman chose a site on Balsam Lake for Camp Kagawong more than forty years ago. He was actively engaged as director of this camp until the time of his death. It is of interest to note that Mr. William R. Chapman has succeeded his father as director of Camp Kagawong. The many friends of this camp will wish a continuation of its success under his leadership.

Interested in all forms of physical education, Mr. Chapman, Sr., after some years of preliminary work and planning, was one of several charter members responsible for the formation of the Ontario Branch of The Royal Life Saving Society, in 1908. He was an active worker in the Society; secretary-treasurer of the Ontario Branch for five years, and president from 1928 to 1934. He was also past president of the Ontario Camping Association.

Those present at the last annual meeting of the Ontario Branch of the R.L.S.S. attended by Mr. Chapman, will recall, with a sigh, the happy occasion when he personally made the first presentation of the Chapman Cup to a representative of Camp Oconto. This annual award will serve to perpetuate the name of our friend.

A many-sided man of rare quality, E. A. Chapman once held the title, for his weight, of Amateur Canadian Champion in both boxing and wrestling. A tireless worker in service to others, he was invariably sympathetic, understanding and kindly. He never failed to give practical help or sound advice where needed.

The radiant personality of Ernest A. Chapman inspired all with whom he came into contact. We think of him not with tears but with a smile. May God rest his soul.

ERNEST ARTHUR CHAPMAN

School Camping in the United States

JULIAN W. SMITH

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Few would deny that camping is one of the most popular forms of outdoor activity. It is an old and accepted custom of living in the out-of-doors. Organized camping has been in existence in the United States for nearly a century, and for a long time has been regarded as educational in character. It is only in comparatively recent years, however, that school camping has developed as an integral part of the curriculum of many schools. This more recent development in education, whereby a camp environment is used as a part of a classroom experience for children and teachers, is a part of the emerging community school program. Educational leaders, seeking more opportunities to provide real and direct learning experiences for children, have found that many things can be learned best in a camping situation. The acceptance of this principle by educators, coupled with the popularity of camping by the public, has given impetus to the development of a substantial number of school camping programs throughout the United States.

Another influence that has hastened the advent of school camping is the change in the mode of living. City dwelling and the machine age in the Mid-century period have accentuated the need for simple living. The concern about the wise use of natural resources has also made it seem important that people should have contact with the land. The unfolding program of school camping gives promise of providing for an ever-increasing number of children a short but effective living experience in the out-of-doors as a part of school education. The use of the camp for educational experiences in no way duplicates or conflicts with the many excellent programs of organized camping in which approximately 11% of the children in the United States participate each year.

The Development of School Camping

It is difficult to say just when camping experiences began to find their way into the school program. Camping in the United States seemed to go through various stages, beginning with a recreational emphasis, but tending more and more to be regarded as educational as time went on.

In 1861, Frederick William Gunn, who is often regarded as the founder of organized camping in the United States, and who was head of the gunnery school for boys in Washington, Connecticut, took the student body for a two-weeks' trip into the out-of-doors. Since that time, other camping programs related to the school have been reported, but usually it was the case of a school group's going to camp under the sponsorship of some other agency, such as a recreation department or a youth serving organization. These programs usually took place during the summer months. Such a program is reported in Los Angeles, California, in the mid-twenties.

In Michigan, the Tappan Junior High School, Ann Arbor, developed a camp through community interests, and short trips to the new location soon became a regular part of the school year. This was in the early thirties. About the same time in Cadillac, Michigan, the board of education acquired property, constructed buildings, and operated a camp during the summer months for children of elementary school age. Many other schools have used camp for such activities, but not as a regular part of the school program. In the literature about camping, reference is often made to the desirability of camping under the auspices of schools. With the establishment of Life Camps in the thirties, L. B. Sharp, Director, began to encourage school camping. It was not until 1940, however, that the first year-round camp went into operation on the assumption that school camping should be an integral part of the curriculum. This first camp was made possible by the W. K. Kellogg Foundation of Battle Creek, Michigan. The Clear Lake Camp and staff were made available to three Michigan schools—Battle Creek-Lakeview (of which the writer was Principal at that time), Decatur, and Otsego—for one year. Students from grades four to twelve went to camp for two-week periods, and the new venture was so successful that the schools of Calhoun County, including Battle Creek, initiated a similar program in the early forties.

In 1945, the Michigan Superintendent of Public Instruction (Eugene B. Elliott) initiated a demonstration research program of school camping and outdoor education in co-operation with the Department of Conservation and the W. K. Kellogg Foundation. The program was later carried forward under the leadership of the late Lee M. Thurston who succeeded Dr. Elliott as Michigan's Superintendent of Public Instruction. Hugh B. Masters, then Educational Director of the W. K. Kellogg Foundation, and the late P. J. Hoffmaster, Director of the Michigan Department of Conservation, both leaders with great social vision, gave invaluable service in the development of outdoor education. It was the writer's privilege to direct this experimental venture, which, during a period of seven years, resulted in upwards of 100 school districts in Michigan having developed school camping programs. The most extensive of these are Dearborn and Battle Creek Public Schools, which now operate on a year-round basis. Many others, however, now provide school camping over a period of several weeks and months. The program in Michigan has had public endorsement in the form of an act passed by the Legislature in 1945 which enables school districts to acquire camps and operate them as a part of the regular educational and recreational program of the schools. In 1949, the Legislature set aside funds in the State School Aid Bill to encourage secondary schools to initiate camping programs. This plan is still in effect.

The camping experience has great value to all groups. For children in the upper elementary grades to go to camp as a part of the educational

(continued next page)

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experience for that age group is a logical and natural development. Obviously, the problems of organization and administration are simpler in the elementary school. On the other hand, a strong case can be made for the junior high school with its exploratory functions, and there is little doubt that the traditional secondary program needs the vitalizing and freshening influence of the camping program. Experience in Michigan has demonstrated that the interest and enthusiasm of secondary school students are equal to that of any other age group, and the values appear to be just as significant.

In the elementary school camp, much stress is placed on exploratory trips throughout the camp area, cook-outs, shelter construction, trail building, the use of the compass, and a great variety of other skills that have meaning and interest to children. For those of secondary school age, specific projects to improve the camp community have great interest — such as building of shelters, improving the park, timber management, studies and activities in game and fish management, and correction of soil erosion. Interspersed with all of these are the trips and explorations to points of interest, such as marshes, quaking bogs, glacial lakes, sand dunes, high cliffs, desert areas, tropical swamps, sawmills, and gravel pits. Appropriate activities depicting the folklore and history of the area are also unique in camping. Indian life, lumbering, mining, transportation, and land management are illustrations.

There will be in each instance the arts and crafts associated with the native materials. Among these will be making and using archery equipment, basket weaving, excavation of Indian relics, painting, music, poetry, and dramatics, which come only through the natural and unhibited interests of children.

School Camping in Canada

CATHERINE SCHOLES

Formerly Head of the Department of Health and Physical Education, York Memorial Collegiate Institute

School camping is a comparatively new development in education. It is an extension of education to the out-of-doors. It takes place in school time and is an integral part of the school curriculum. It attempts to do those things which are best done outside the classroom. It vitalizes classroom education.

In countries such as the United States, Great Britain, Finland and Germany, school camping has been seriously experimented with for over two decades. In some regions it has reached national importance. It has been officially recognized and subsidized so that it can be a part of the rightful experience of children, whatever their financial status. Because of its intrinsic educational significance and its value as a complement to the school curriculum, in many areas it has become a part of the year-round programme of the school.

How have we in Canada participated in this growing educational venture? To us, too, the idea of school camping is not entirely new, although it has only recently been actively carried into effect. Here, as in the United States, it probably began with recreation. Over the years, enthusiastic teachers have taken groups of students on ski or camping trips or travelled with them to places of interest in holiday time. The unlimited educational opportunities of such ventures soon became apparent. Spurred on, also, by the experiences of those who had elsewhere experimented in and established school camps, we in Canada made a beginning. In Ontario four schools have pioneered in school camping within the last four years. Upon investigation we find that no other province in Canada has school camps.

In 1950, a small group of preparatory school boys from Pickering College, Newmarket, with three Grade 7 boys from Forest Hill Junior High School, Forest Hill Village, and the John Ross Robertson Public School, Toronto, together with their masters, instituted the first school camp. Pickering College and Forest Hill have continued the project each year since. In 1951 the number of participating students doubled, each school taking about twenty-two boys. In 1952 and 1953 the two schools camped separately. The number of students from each school was increased, Pickering College experimenting with Grade 7 and 8 boys. Forest Hill, with over seventy students throughout Grade 7, established co-educational camping. These were six-day camps and took place in March and late in April.

In 1952, King George School, Guelph, began school camping with a class of forty Grade 5 boys and girls under the leadership of their classroom teacher. This was repeated the following year with an increase to seventy pupils. Each of these camps was a week long and was held in June..

At the High School level, York Memorial Collegiate Institute, York Township, made its first camping experiment in 1953. A complete classroom unit of Grade 9 students, together with their home-room teacher, participated in a two-and-a-half-day co-educational camping experience in May.

It is interesting to note that within these four schools, camping has been undertaken in spring, early summer and winter; it has been attempted at Elementary, Junior High and High School levels; and it has been tried by both residential and government schools.

It was timely that at the onset of school camping in Ontario, the Department of Education was urging the study of conservation in the schools. This became the pivotal point around which all the camps centred. All camps had several aims, namely, to further an appreciation of our national wealth and our need to conserve it; to widen horizons as pupils discover completely new ways of life; to improve skills for living and working with a social group; and to aid school learning, by providing an environment rich in real learning situations to make the classroom work more meaningful.

The areas of conservation studied and the methods of learning depended partly upon such factors as the choice of camp site, the time of year, the length of the camp, the leadership available, and the grade level. The type of camp was further conditioned by specific school objectives, by the financial assistance given, and by where the emphasis was placed in the individual school camps.

Forest Hill Junior High School and Pickering College chose Limberlost Lodge, near Huntsville. In these camps, emphasis was placed on the study of the natural resources of a northern country of lakes and woodland, and what has been happening to them over the years. The King George School camping projects took place at the Lutheran Church Camp in Wedgewood Park near Guelph. No overall topic was stressed in these camps, the subjects studied being related to the environment rather than to a central theme. The York Memorial Collegiate students went to the Humber Glen Camp near Bolton. Here they studied the Humber Valley Conservation Area and how the Humber Valley Conservation Authority is attempting to care for it.

After preparatory academic work, conservation and its allied subjects became part of the students' programme. Notebook supervision encouraged them in their study of weather, birds, plants and animals, and it was only natural that after a six weeks' study of world conservation, the classes investigated this field at the local level.

Some questions arise, however, from these camping experiments. Does school camping not conflict with or encroach upon private and agency summer camps? What happens to the classes students miss by going to camp? Why did *my* child miss this camping experience? School and summer camps should not conflict, but rather the one should benefit the other. Teachers and students with summer camp experience are valuable as leaders in the camp school. Pupils who have had a taste of

school camping are enthusiastic promoters of the camping idea and want all the more to go to camp. Classes missed by students at camp provide no real problem, as the camp learnings are fitted into the curricular studies of school. In schools where the entire class did not go to camp, the students remaining were absorbed by other classes of the same grade. School camping is not available for all students in the school because so little camping has yet been attempted. But there are other reasons too. For some the cost is a problem. School camping can never reach all students until it has become an organized and subsidized part of the regular school curriculum.

Is it desirable to introduce this type of education into our schools? It would seem that without school camping we are missing the best opportunity of providing our youth with vital and dynamic educational experiences. Moreover, we are robbing them of the best possible medium for developing as peace-minded citizens. In camping can be found an enhancement of the joy, dignity and importance of work.

Ontario's school camping has become a reality through the co-operation of principals and teachers, parents and pupils, local Boards of Education, and Home and School Associations, the Department of Education and various departments of our government, voluntary leaders, interested citizens and tradespeople. But this formidable array of resources is not enough to enable school camping to become a national or even a province-wide experience.

Canada has the resources, facilities and the personnel to bring school camping to our youth. How long will it be before all our assets are mobilized toward this end? And who will give leadership to further these vital and dynamic educational experiments? Will it be ourselves, members of the Canadian Camping Association?

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Listen to Learn

MARGARET GOVAN
Director, Camp Onawa

It was a hot July day, and we were about to start on a nature walk, seven nine- and ten-year-olds and myself. We had a goal in view: to find a yellow birch and fasten a name to it so that those who walked along the path might absorb some painless learning . . . but the enthusiasm for marking trees was not at its highest peak. The path was narrow and we had to walk single file, which separated us considerably. The front five were Indians stalking Indians; the last two and myself were watching for a yellow birch. Of course we saw some other things, such as shrub honeysuckle with orange and yellow flowers on the same stem.

"Do you know, I think that wild flowers are every bit as pretty as garden ones?" Eleanor confided. "I love them," and she stroked the petals, while Marian watched her.

Coming up: one naturalist, I thought hopefully.

But before we could inspect the flower further, the Indians had returned with wild whoops. "Have you found the tree yet? We're hot."

"Not yet."

"Is it the kind of birch you make canoes out of?" Pat demanded.

"No, stupid," Ellen told her, and started a long tale of how the Indians made their canoes: she'd seen a movie. She was right too, and we had to find a bass wood and a spruce and a cedar before she'd finished, because she rattled off all the names.

"Where is this yellow birch?" Pat asked while Ellen was recovering her breath.

"There is one just beyond the fork in the path, to the left," I told them.

"Fork? Did somebody leave a fork? May I take it back to camp?" asked Joan eagerly.

The others roared with laughter, and she blushed scarlet. She has had very little to do with adults and books are not her strong point. I wonder how much teasing is going on in that cabin: I shall have to take steps.

But Eleanor had an arm over Joan's shoulder. "It's what they call a divide in a path . . . see, like this. It would be a good word for 'coffee-pot' sometime."

We had reached the point and the tree, and we all sat down with one

accord, except Pat who was to attach the white-enameled, blacklettered top from a can, to the trunk. She did this with the critical help of the other six. Then we watched the water, which was moving sleepily in the sunshine.

"Doesn't it look wonderful!" said someone, speaking for everybody.

I glanced at them: all seven were good swimmers. I was a qualified lifeguard: and I knew this particular bit of shore.

"When you're cooler you can go in for a dip," I told them.

There was wild cheering, but it was too hot to make much of an effort, so we watched the water again.

Evidently Joan's eyes travelled further afield than the water. "Did you know that there are more greens than one?" she asked. "Simmie showed us yesterday when we were drawing, and there are lots and lots of them." She pointed across to the wooded shore.

"I know," Eleanor nodded, sympatheticallly.

But the others were properly impressed.

"Show me," ordered Barbara, and Joan did.

One up for Joan, I thought: perhaps I had begun worrying too soon.

"See that spider web," Marcia exclaimed and everybody jumped to her feet. Ellen gave a lecture on spiders, and it was a good one, translated into junior language: they were all much impressed.

Then they swam for their three minutes: they would be swimming again within the hour so I didn't feel too hard-hearted.

"The water against your skin . . . cool . . . like silk . . . lovely!" Mary exclaimed.

As they were dressing, Eleanor eyed me seriously. "Would you mind telling me," she said in her politest tone, "why God made mosquitoes?"

I shook my head. "I don't know."

"I do," said Pat as she pulled her T shirt over her head. I waited, not too expectantly. Pat's legs are her strongest point. "Same as our mothers and fathers. Can't have our own way all of the time or we'd be spoilt."

The six others nodded: that made sense to them.

"Are we the best camp?" Mary enquired, hopping up and down on one foot, trying to shake some water out of her ear.

"What makes a good camp?" I parried.

"The place; the food; the counsellors; the water . . ." the answers were as varied as the children.

"I guess it's campers make a camp," Eleanor remarked profoundly.

"Are you the best campers?" I asked with a twinkle.

They thought again.

"Sometimes," Pat allowed.

"Then I guess we are the best camp sometimes," Eleanor grinned.

"O!" said Pat and considered this for almost a minute. "Let's get going. What are we waiting for . . ."

We got going. Nature study? . . . not what I'd planned. What they had learned they had taught themselves. Human nature study . . . for me, yes. Decidedly.

Pre-Camp Training

ELIZABETH WARDLEY RAYMER
Director, Camp Tanamakoon

A few items to keep in mind, directors all, when planning your programme:

Be Sure to allot time for:

A. All counsellors to—
   1. Pass the camp safety tests.
   2. Become familiar with the equipment at his disposal, and prepare it for use.

B. Activity Heads—
   1. Instruct their assistants in uniform teaching standards.
   2. Organize their assistants into a smoothly functioning group.

C. Section Heads—
   To familiarize cabin counsellors with their duties and responsibilities.

Advance Planning

A. Plan all details of the daily and and evening programmes for the first week of camp.

B. Prepare in detail two "Rainy Day" programs.

C. Draw up a tentative schedule for the main events of the season.

D. Work out plans for the arrival of the campers, covering every conceivable detail. Do this so thoroughly that each counsellor will know exactly what to do from the moment the campers arrive until the first regular counsellors' meeting.

This is the Time for the Director to:

A. Present his philosophy of camping.

B. Put forward the aims, objectives, and policies of the camp.

C. Begin a series (to be continued throughout the season) encompassing Principles of Teaching, How to know and understand the campers, How to achieve discipline, etc.

Remembering that the pre-camp period presents a golden opportunity to create an awareness of group solidarity and build a staff morale which will grow throughout the summer—

A. With the new staff members together:
1. Have question and answer sessions.
2. Give them assurance to counteract the feeling of being the one untalented member of a group of experts.

B. With the old staff members together:
1. Discuss their responsibilities toward the new members.
2. Give them assurance that their past work has been appreciated.

C. With the entire group present:
1. Give adequate introductions, so that everyone will know about everyone else's job.

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2. Arrange an infomal get-together each evening—with refreshments.
3. Review words, and songs which are part of regular camp rituals, so that the new members may learn them.
4. Discuss—so that there can be understanding of and satisfaction with—camp rules, regulations, traditions, etc.
5. Discuss the principles of getting along together in an isolated community, and the techniques of lending support to the activities of other staff members.
6. Present a picture of mutual responsibilities that will make each counsellor aware of the director's sympathetic understanding and support.

Finally — Keep your fingers crossed and hope for a good season.

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The Pre-Camp Conference

. . . As It Applies to Church Camps

MARJORIE GOLDSMITH

Camp Committee, Ontario Girls' Work Board, OCCE

Have you ever heard a camp leader wistfully sigh and exclaim at the end of a ten day camping period, "My, I wish I had received a little more training before arriving at camp"? Most of us will admit that, either directly or indirectly, we have. Perhaps we have also wondered what to do about it.

It is not at all peculiar to hear about Camp Committees which have difficulty in securing sufficient camp staff, let alone having leaders as well trained as they should be. There is certainly an urgent need to give our camp leaders training and help before they even set foot on camp.

Camp Committees try to have camp staff arrive one or two days before the campers. This provides an opportunity for staff to meet director, become familiar with the grounds, and make plans for camp programme.

Camp leaders, no matter how capable they are in their own particular field — swimming, crafts, dramatics, Bible Study, etc. — feel the need for something more than the short, on-the-spot camp conference just before the campers arrive. It is important, therefore, that some form of pre-camp training be planned for leaders of each camp. This is particularly essential for the new and younger leaders and it will serve as a refresher for the more seasoned leader!

When might such a pre-camp conference be held, you ask? A great deal will depend upon local situations, but about six weeks to two months before the camp actually opens is a good time. A full day, with morning, afternoon, and evening sessions is really needed. Sometimes, however, leaders are able to be present just for the two sessions. It is a good plan to have at least one meal together, followed by a sing-song of camp songs, or something else which may lend itself to the informal camp atmosphere.

The number of topics it is possible to deal with in one day will need to be carefully chosen. Here are a few essentials:

Often when we ask a person to be a camp leader we suggest that they do a specific job, and we forget to mention other duties they will be expected to carry out while at camp. It is not surprising that the leader is a little overwhelmed when she discovers suddenly, at camp, her real role as a camp leader. At the pre-camp conference, there should be an opportunity to give a brief analysis of the leader's duties, including specific jobs and other duties such as: supervising work groups during the camp period; assisting the swimming instructor as a land or boat patrol during camp; taking part in recreation programmes; helping with the planning of worship services; being counsellor of a cabin group. It is also

very necessary to help leaders become informed of the duties of the other staff members, such as the nurse, the business manager, the swimming instructor. This will enable everyone to understand more clearly the importance of working together in order to make the camp successful. The purposes and objectives of church camping can be set forth very advantageously at this time, for it will give the leader an over-all picture of camp life and her part in helping to reach such goals. This important part of camp training is too frequently overlooked and, as a result, leaders fall far short of giving the effective Christian leadership which will enrich the lives of the boys and girls who come under their guidance. The leaders, themselves, may have some very worthwhile suggestions to add to those already presented. One way toward reaching obectives at camp is to emphasize them at the pre-camp conference.

In church camps where Bible Study is a part of the programme, leaders must prepare for leading such groups. A brief outline of the study book, methods of presentation and suggested projects which will help present the study in an attractive and interesting way, should find a place on the agenda of the pre-camp conference. Leaders will be given the help and incentive needed to prepare well for such leadership.

Discussions on counselling and working with campers in such matters as homesickness, discipline problems, group work techniques and others might very well be included in this training session. Some qualities of a good leader, such as self-discipline, co-operation, punctuality, wholesome attitudes, etc., are other suggestions for much needed discussions.

The lecture method should be used just occasionally. Leaders should be given the opportunity for making suggestions and entering into discussions freely. In this way they will feel it is really "their" camp and doubtless will make more valuable contributions.

This pre-camp conference for leaders is an important step ahead in preparing for good camp leadership. The material leaders receive before camp to help prepare for their job must take on new meaning and should be more clearly understood because of the pre-camp conference experience. Leaders will go off to camp, when the time comes, more confident and desirous of being good leaders in the fullest sense of the word.

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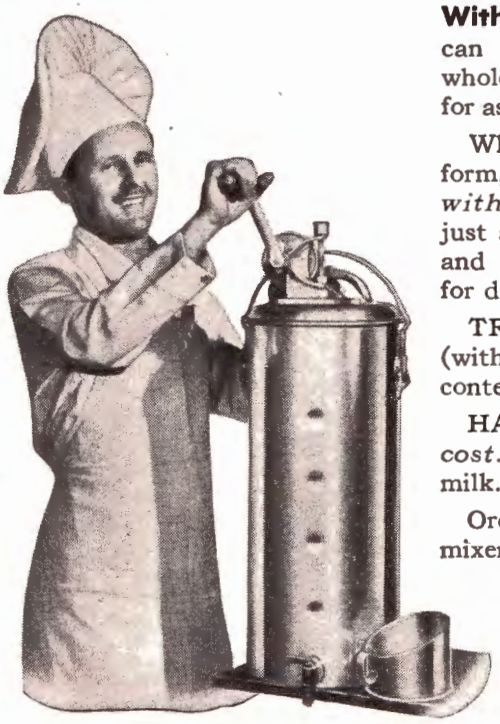

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Day Camp is Big Business

IVAN EATON, *Adult Programme Secretary*
Ottawa YMCA

In Toronto alone, there are more than thirty Day Camps, involving over 4,000 children for six to eight weeks of the summer and costing more than $40,000 to operate. However, in addition to being big business, Day Camp is **important** business, because it deals with the physical health, the social and mental well-being of young children.

Having as its goal, the social, educational and physical development of the campers, Day Camping provides us the opportunity, but also the responsibility, of giving a satisfying, worthwhile group experience in outdoor living. For this we need a good camp site, adequate equipment and facilities, but most important of all, a well trained staff.

For the sake of this article, let us assume that the Camp Director is experienced, qualified and keen enough to avail himself of any opportunity to pool resources, exchange ideas and share problems with his fellow directors. (Many metropolitan areas arrange director training courses, which are a boon to those responsible for Day Camp).

Our prime interest then is the training of Counsellors who, in most Day Camp situations, have direct responsibility for the Camp programme and in effect are the most important people, outside of the campers themselves.

Having hired a staff with varied backgrounds and experience, different personalities, different ages, etc., how do we weld them into a functioning unit? The most successful method I have seen in operation, involves each Counsellor to the full extent of his or her capabilities, both in planning and carrying out the training course. These simple direct questions, "what do you want to know about Day Camp?"; "what will help you do a good job?" will produce more than enough discussion material to keep you going for **three** training courses. Naturally, priorities will have to be worked out.

The following is an outline that has proved to be fairly successful. It is hoped that it might be of use as a guide to those responsible for developing a training course.

BACKGROUND MATERIAL

What is Day Camp: Include something by way of definition, as well as comparison and contrast with resident camps.

Reasons for growth and development of Day Camping: Give an historical outline of growth of the movement plus some specifics such as:—crowded city streets — hot summer months — limited opportunities for outdoor experience due to finances, both of agencies and parents — the potentialities for good agency programme inherent in a Day Camp setting.

Philosophy and Objectives: Point out here that camp attempts to provide

the values (spiritual, mental and physical) of a meaningful outdoor experience, by providing opportunities for: learning to know and understand nature — learning how to live with others and to appreciate differences—developing friendships and making decisions—learning new skills, all of which is of prime importance to the youngsters. An attempt should be made here to interpret the reasons for and benefits of using small groups in the Camp setting.

Providing this background material, in most cases, will be the Director's responsibility. Some of it will have to be by the lecture-type method, but here he has a real opportunity for setting the tone for the rest of the course, by using the best group discussion methods, role-playing and buzz sessions (if the group is large enough).

ADMINISTRATION

Many of the factors here (fees, budget, period of operation, personnel policies, etc.) that have been predetermined by the Camp Committee, should be interpreted by the Director. Other areas, such as camp routine, the kind of records to be kept and the reasons for them, attendance sheets, daily report forms with an outline of programme and problems, staff meeting time, managing children on and off transportation, campers' councils and the pattern of the Camp Day can be discussed and agreed on by Camp Staff.

HEALTH AND SAFETY

Because this is so important, it warrants special consideration. Some of the factors to be considered are the use of drinking water, garbage disposal, personal hygiene of campers and staff, medical examinations, first aid training (bring in an expert for this), nearest medical help, etc. Many of the concerns for health and safety relate directly to program and will likely crop up many times. Some examples:

Swimming and water safety: use of the Buddy system — swimming in known waters only — training in life-saving techniques — use of proper teaching methods in swimming — boating, etc.

Camp Craft: Firebuilding (who, where, when, and extinguishing), use of tools, (axes, knives, etc.)

Proper Meals: Whether a lunch from home or meals on overnights.

Exposure to Sun: Make it clear that programme should be planned to avoid excess exposure to sun and excess activities directly after meals. (This suggests story-hours, sing-songs or quiet games after lunch).

PROGRAMME

Good programme depends on competent, well trained counsellors and as far as the campers are concerned, camp is a success or failure as the programme appeals to them.

(continued next page)

Here is where the goals of the parent ("Johnnie doesn't mix well, I'd like him to be with boys his own age"), the campers' goal (fun and satisfaction), and the agency's goal (a well-rounded experience, which will aid in camper growth), ought to come together.

Programming is where the counsellors will want the most help and yet it is here that they can give the most to the training course, as often the best games, stories and craft projects come from counsellors who have agreed to prepare these materials for the training course. I would like to suggest that each staff member should prepare an index of his sources of information, in order that a worthwhile guide of programme-aids can be developed for general use.

The important thing in programming, and this cannot be emphasized too much in the training session, is to know the group with which you are working. Know their interests and their needs, their capabilities, their limitations, and be sure that your programme closely parallels these variables. This suggests a whole session at least on the psychology of the age groups with which we are working. Once we have agreed that different age levels mean different interests and capabilities, then we can have all the counsellors accept some responsibility in lining-up programme ideas for these various groupings. This sharing of responsibility is important.

Programe doesn't just happen, it must be planned for and the more p r e p a r a t i o n given and the more resources used, usually the better the programme.

Depending on the age level, the ideas for programme should come from the campers themselves. Obviously for the 7's and 8's their part in programme decisions can only be at the elementary level and programme can't be too well organized (use singing games, music, simple crafts, water play, low organization games, etc.). This necessitates much programme demonstration with this particular age group. As we go up in age scales, we can expect more ideas, more interest in higher-organized individual and team games, a growth in competitive spirit, a keen desire to develop physical skills, and a broader interest in Camp Craft, fishing, and water programme (canoeing, swimming, diving). With older boys (13 to 14 years) much of the programme will be spontaneous and self-initiated. A good leader in this situation must be flexible and able to adapt equipment and situations.

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As we pointed out earlier, most counsellors want specific helps. Here are a few that have come out of our training sessions:

What do we do on a rainy day?—Crafts are unlimited—have the group develop and present a skit—sing-songs are popular—movies are always interesting—try relays and circle games if facilities are available — what about charades?

Special Events: These greatly add to the interest of the on-going program, help tie all the groups together and develop a camp spirit. They provide ample opportunity for group decisions and participation. How about a Penny Fair—Jamborees with other camps—Parents' Nights (good for community interpretation) — over-nights — International Days—Junior Olympics, etc.

Trips: These are limited only by the resources of the community and the neighbouring areas: Parks—Museums —Art Gallery—Nearby Fishing spots—Factories — Hiking Area — Places of Historical Interest, etc.

Use of Natural Resources: Wood carving—wooden whistles—drift-wood table pieces—feathers for headdresses. What about a lean-to to shelter us when it sprinkles a little? Tadpoles are fun to watch and so are ants.

Group Games: Any library will have scads of ideas for both quiet and active games with all ages, but your best bet is the campers themselves. They know dozens and dozens, and involving them will further point up that this is their camp.

Crafts: Camper's age usually determines his dexterity and interest in crafts, and programme should vary accordingly. Clay modelling and painting are popular. Wood-carving for the older boys (what about a big totem pole for the council ring?).

Thinking in general terms, some of the following factors should be con-

(continued page 42)

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Suggestions on Camp Development

R. KEITH CLEVERDON
Director, Camp Kandalore

Are you looking for new ideas to improve your camp? Do you want some help with planning a building, installing a chlorinator, building a septic tank? Do you know how many sources of free information there are on these subjects? Perhaps the following ideas will be of some help:

Books on campsite development are rather scarce, but these are recommended:

U.S. Dept. of the Interior, "Organized Camp Facilities"

Boy Scouts of America, "Camp Sites and Facilities"

Julian Salomon, "Camp Site Development", Girl Scouts of America.

John Ledlie, "Layout, Building Designs & Equipment for Y.M.C.A. Camps", Association Press

Rodney Britten, "Handbook on Camp Architecture"; Judson Mason, "Cabins, Cottages and Summer Homes"; Barnes Swanson, "Log Cabins", Macmillan

R. Alice Drought, "A Camping Manual", Barnes

American Camping Association, "Is Your Camp Protected Against Accidents?"

In the above books you will find answers to a great many questions, and general information about a variety of topics in the campsite development field. But if you need more specific help, there are many other sources to which you can turn.

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Both the Canadian and American Red Cross can supply suggested layouts for dock facilities, plans for boat and canoe docks, lists of equipment and other aids. They will also give you their advice on any proposals you have for changing your facilities and in some cases will visit your camp and make recommendations.

Your provincial Department of Health will usually advise you on matters pertaining to health, sanitation, water supply, and sewage and garbage disposal. They may have typical designs prepared or may be willing to have their engineers draw up a design to suit your requirements. Similar help can be obtained from municipal plumbing inspection departments. Larger municipalities maintain building inspection departments to check the designs of proposed buildings, and here, too, help may be obtained by camp directors wishing to have a proposed building checked for safety.

Most organizations engaged in sales work will prepare free estimates, including the design of such things as pumping systems, chlorinators and refrigeration. Lumber companies will take off a lumber list from a floorplan of a frame building, and estimate its cost. Plumbing contractors will submit proposals for hot water heating and storage, for water pumps, and piping systems. Similar information can be obtained from plumbing wholesale houses, and pump and water heater manufacturers. The same type of help may be obtained from firms selling other products in the general field of camp buildings, services and equipment.

So why not make use of this free assistance with your problems? And of course, if you cannot locate a suitable company or organization in your area, get in touch with your Campsite Development Committee — we'll be glad to help you!

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A. J. Esling

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In their major concern for complete waterfront safety, camp directors will turn to this new foam plastic, more buoyant than cork, called Aer-O-Buoy. It remains completely stable for its lifetime, is fire-resistant; and what's more, can be easily shaped or fabricated by the amateur in his home or camp workshop if he is so talented.

Last summer a great many camp directors saw its possibilities and experimented with this wonder fabric, used it as flutter boards, lake markers and floats, and in testing it came up with ideas for other uses . . . paddle boards, ring buoys, life belts, life rafts, marker buoys and boat fenders.

A new 18-inch ring buoy has been approved for Red Cross water safety equipment. It requires no paint, no maintenance, and can be used for practice indoors or on docks because it will not break down or fracture during such training programs.

The new ring buoy, incidentally, is available not only in the traditional white, but also in a new safety yellow. Acceptance of a bright yellow ring buoy may meet with resistance, but in view of the purpose of the equipment, which is rescue work and life-saving, the increased visibility resulting from bright yellow will be a marked improvement.

The paddle board is one of the finest pieces of rescue equipment on the market, because of the speed with which it can be placed in the water and the ease with which rescue work can be effected. Experiments are now under way with paddle boards made from foam plastic which will stand an unbelievable amount of rough usage yet will remain fully serviceable. Cracks, punctures, warping and other problems of old-style plywood boards will be non-existant in this new product, the buoyant force of which has been tested as approximately sixty-two pounds dead weight; i.e.—a cubic foot of foam plastic is equivalent to one cubic foot of air case.

Its use in blocks for air case on watercraft offers tremendous advantages in safety and low maintenance costs. Blocks of the material placed underneath the rear seat of an outboard motorboat will prevent sinking if the boat is swamped. It will allow the operator to chain his motor to his boat with complete safety. Gasoline or oil from the motor will not affect the material, nor will weather, fresh or salt water, rot or vermin affect the life of Aer-O-Buoy. Complete safety can now be built into any watercraft to make any boat virtually unsinkable.

Slabs of the material have tremendous possibilities as replacement for

oil drums in floating docks. The material would initially be more expensive for this use, but once installed, it would require absolutely no maintenance. Punctures have no effect on the buoyancy of the material. If need be, Aer-O-Buoy can be left in the water permanently, and because it is so light, floating docks can easily be picked up in the Fall and returned to the water in the Spring with a minimum of effort and none of the hazards encountered through the use of oil drums.

Finished products available now or in the very near future include flutter boards; 11-foot paddle boards; 5-foot play boards; 30-inch and 18-inch ring buoys; Government approved buoyant apparatus for one person; Government approved life rafts; floats from 2½" x 2" to 5½" x 4"; marker buoys; and boat fenders; or directors can work out their own projects from bulk slabs 25" x 52" x 3" or from half-inch-thick sheets.

Editor's Note: Any readers who have new ideas for the use of this foam plastic material are asked to let us hear about them. Inquiries and suggestions may be directed by mail or telephone to the CCA Office, 236 Bloor Street West, Toronto 5, WAlnut 2-0151.

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WE WENT TO NEW YORK

Sixty-two strong were we from the land of the Maple Leaf . . . a contingent proud to rally to the cause of the American Camping Association's National Conference at the Statler Hotel in New York City.

To know the Statler in normal times is to recognize it as a somewhat busy spot. Add two thousand camping people from all over the United States and Canada, and it turns into a miniature Times Square within walls . . . companionable, hospitable, a goldmine of information and new ideas, a meeting place for new friends and old, a natural setting for small confabs. where good talk abounds over a cup of good coffee.

WE TALKED ABOUT . . . camping, of course, and never tired of it, of more relaxed programmes for campers, of fewer regimented activities, of a new stress on the individual needs of children, of the marked and alarming rise in the instances of un-adjusted children in schools and camps, of the need for more camps in the medium price field.

WE TALKED ABOUT . . . our new proposal for counsellor recruitment and promotion, compared it with the New England system where one-third to one-half the membership uses it with no objection whatever to the charges . . the wisdom or otherwise of producing a camp directory only every two years . . . a recent meeting held n a certain Western U.S. College where the speakers were representatives of various types of camps who explained counselling in all its forms to he students . . . the seriousness of accreditation in Western Pennsylvania where member camps use the symbol of approval just as the Red Feather appears here, and where campers wear the "Acorn" pin to back up that approval . . . the deep concern over counsellor recruitment and the feeling that there is a need to raise camp counselling to the dignity of a profession . . . the suggestion that camp counselling become part of the University course, but that instructors in camps should, therefore, come up to University teaching standards.

It took hours of hard work to find a few minutes when Hugh Ransom, Catherine Hammett, Cliff Labbett, Ted Yard, Irv Haladner and the CCA Secretary could meet to compare notes and make plans, internationally, for the future. By Saturday morning we came up with a few ideas which may well be the turning point towards a closer working relationship between the two Associations:

Mutual exchange of complete national executive mailing lists was arranged, as well as an exchange each month of copies of both magazines. Further, we are to look into the possibility of offering bulk subscriptions at reduced rates.

From now on, representatives from either Association may attend Regional or National meetings in Canada or the United States, without special invitation. Registrations will be accepted at membership rates, and each provincial association in Canada is asked to join the nearest American Section of ACA, or the one which will be of greatest benefit mutually.

Continued on page 36

Talk of a film on camping, one which could be used for counsellor recruitment and promotion, and to be shown in the schools and colleges, gathered interest as it went along. ACA urged that CCA proceed with the script and photography and that both Associations talk about a sponsor at a later date.

It was also thought advisable to use the words "Affiliated with the American Camping Association" by CCA, and to use "Affiliated with the Canadian Camping Association" by ACA.

By the end of the sessions we were tired, but not too tired to fall in love with New York all over again . . . Broadway twinkling at night . . . its contrasting side streets . . . Times Square in the early morning . . . Fifth Avenue teeming with other hurrying folk at noon . . . its traffic literally inching its way along . . . but best of all the thrill of our own special United Nations session, and which semed suddenly to become the heart of the whole world.

Of necessity this is a very brief resumé. It cannot possibly convey the true value of our visit to a conference such as this, nor can it impart the pleasure all of us shared in meeting those whom we knew only by mail for such a long time. If it has opened the way to a broader understanding of our respective problems, if it stands for progress for both Associations, if it means we can work together towards the goal of Better Camping for All, then the trip has fulfilled its purpose.

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(continued from page 7)

ence draws thrice as many delegates at, perhaps, an International level in a few years' time.

You see, our sights are high!

●

Editorially, we have with us . . .

A. L. COCHRANE, our esteemed Honorary President, who has so very kindly painted a delightful picture of another beloved member of the camping fraternity who will always remain Among Ourselves, the late Mr. Ernest Chapman . . . JOHN HOYLE, our President, whom we asked to write on Ethics, merely to keep us on our toes in this season of staff-hiring, as well as alert to the Code of Ethics of our Association . . . JULIAN W. SMITH, Associate Professor, Outdoor Education, Michigan State College, who says "Camping is the birthright of every child", shows how School Camping has developed in the United States . . . CATHERINE SCHOLES does credit to its companion, School Camping in Canada. Cay did a full-length article on this, her favourite subject, more of which we hope to publish in a future issue . . . ELIZABETH WARDLEY RAYMER, formerly on the staff of Margaret Eaton School in Toronto (now the School of Physical and Health Education), sets down in business-like form her excellent ideas on pre-camp training, for easy reading in these busy days . . . MARGARET GOVAN'S delightful humour comes to the fore as she advocates learning through the line of least resistance; effective for those who have that knack . . . IVAN EATON'S full-time position is Adult Programme Secretary at the Ottawa "Y", yet he found time to direct a programme of Day Camp Training in Toronto. It was so well received that we asked for details, and here they are . . . MARJORIE GOLDSMITH who, at one point in her career, looked after all details for Ryde Lake Camp among other responsibilities, hence her knowledge of the subject. Her extensive experience has covered C.G.I.T. camp work both here and in the Maritimes . . . R. KEITH CLEVERDON needs no introduction, is well known to camping people far and wide for his generosity in giving assistance and information to those engrossed or entangled in the problems of building or engineering.

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(continued from page 29)

sidered in setting up a course: where possible, pre-camp training should be on the camp-site. This will provide atmosphere, allow counsellors to test programmes in their actual settings and will provide opportunity for new counsellors to familiarize themselves with the camp-site. Training should not cease with the beginning of camp. Regularly scheduled training sessions should be initiated (we always found that closing camp an hour earlier on Friday was popular with parents who want to get away on the week-end and it also ensured that the counsellors consider this training a part of their job). In addition to this, on-going counsellor supervision helps the director get closer to the individual campers and their problems, and maintains good staff morale by showing the counsellors that you are interested in them and their growth as persons. This matter of staff morale is an important factor and where possible, special "staff dos" should be planned. A real asset to those responsible for Day Camps is the fairly recent development of acceptable standards. The Recreation Division of Toronto Welfare Council, with the help of those in the field, have developed a fairly complete set of standards, which in themselves will be an excellent guideline for a training course.

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